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ABSTRACT

Ninety-one English language annotations are presented of newspaper articles and government publications about education in Algeria, Libya, Morocco, and Tunisia. Most of the entries were published during the period October-December 1976. Organized by country, the references cover topics of philosophy and theory of education, teacher training, teaching methods and aids, adult education, special education, Arabization, bilingualism, and educational organization of all levels from primary through higher education. Sections on special problems present resources about delinquency and extracurricular activities. A list of periodical sources concludes the bibliography. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

MAGHREB
ALGERIA
LIBYA
MOROCCO
TUNISIA

Vol. 10 No. 4 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

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PREFACE

Combatting illiteracy, preparing an often isolated youth little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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ALGERIA : Philosophy and Theory of Education

1. "Réforme de l'enseignement dans l'ouest. Séminaire à Tlemcen des sous-directeurs de la programmation de l'éducation" (Educational reform in the west. Seminar in Tlemcen for the under-directors of educational programming).
   El Moudjahid, October 4, 1976, p. 2.

Within the framework of educational reform, and of the launching of the "fundamental" school, the city of Tlemcen, was recently the site of an important meeting attended by the under-directors of programming of all the educational and cultural bureaus of western Algeria, who studied questions concerning the study of the school map.

The meeting is one of the preparatory moves with a view to the generalization of this study throughout Algeria. Similar meetings are to be held with the educational authorities of the other regions.

The study of the map of schools, which should lead to a rationalization of the data of setting-up and efficient use of school facilities, is considered as a definite element in guaranteeing the success of the educational reform, the main aim of which is to make education truly universal.

2. "L'EPS à l'école: lui accorder sa juste valeur" (Physical education in the schools: Granting it its true value). El Moudjahid, November 14, 1976, p. 12.

In the same way that yesterday the right to an education was claimed, today it is the right of young people to sports instruction which is being demanded. For if the math, physics or natural science teacher must be present to dialogue with the young people, physical education must also be there to give them physical health, moral virtues, a sense of effort, and a nervous equilibrium necessary for their future. To be realistic, it must be admitted that at present, despite the imposing number of enrollments in primary and secondary schools, scarcely half these students practice sports regularly, a fact which explains the mediocrity and fragility of competitive sports in Algeria.
This mediocrity is largely due to the basic weakness of the sports sector in the schools.

The main causes of this weakness are:

- a lack of sports facilities,
- a shortage of physical education instructors,
- an insufficiency of physical education sessions,
- an inadequate or nonexistent budget for sports,
- the reticence of certain principals.

Educational Organization

3. "Mostaganem: Amélioration de l'organisation du sport scolaire" (Mostaganem: Improvement of the organization of school sports), El Moudjahid, October 11, 1976, p. 13.

Sports in schools are being reinforced throughout the wilaya of Mostaganem thanks to the endowment of new schools with the equipment necessary for physical education instruction. In addition, there has been an improvement in the organization of school sports.

Under operations called "400 schools" then "1600 schools", 53 elementary schools of the wilaya have been endowed with the equipment necessary for sports practice. For the present school year, new equipment has been received for 40 establishments.

Starting this year, sports will be practiced in 46 schools of the wilaya, thereby touching nearly 15,000 pupils in the elementary schools. This means that sports in school are becoming the most important sports sector of the wilaya.

4. "La situation scolaire dans la wilaya de Saida. Des succès permanents et des insuffisances conjoncturelles" (The school situation in the wilaya of Saida. Permanent successes and temporary inadequacies). El Moudjahid, October 27, 1976, p. 2.

Over 111,000 students are at present attending 203 elementary schools, 22 secondary technical colleges and 4 lycees which constitute the school facilities of the wilaya of Bel Abbes.

These impressive figures give this wilaya the highest enrollment percentage of the country, in excess of 75%.

It goes without saying that such an important sector as education is not run effectively without difficulties. This giant machine, which is training future generations, requires constant supervision so that corrective measures can be taken at opportune moments and so that defects in the mechanism can be avoided.

5. "Constantine. Faire face au nombre croissant d'élèves (Constantine. Facing the increasing number of students). El Moudjahid, November 10, 1976, p. 2.

In the twelve communes of the wilaya of Constantine, the number of schools has changed little, going from 230 to 239, while the number of children going to school this year is 22,443.

Last year, there were 19,300 new students in the wilaya; the primary schools will, this year, be attended by 132,918 boys and girls, as against 128,300 in 1975.

The rate of school enrollment is nearly 80 per cent, with a peak of 90% in the city of Constantine.

It should be noted that in rural zones, the enrollment of girls is still subject to a certain reticence on the part of parents. In any case, the annual increase is fairly satisfactory, and can be situated at around 10.5 per cent. In 1963, only 37,500 children attended school, as against 132,918 this year.

6. "Constructions scolaires dans la wilaya d'Alger" (School construction in the Wilaya of Algiers). El Moudjahid, November 17, 1976, pp. 1 & 4.

In Diaria, the wali recently laid the first stone for a mixed secondary school of a capacity of 600 students. The site will also house an administrative bloc, a refectory, classroom-workshops and housing. The same school will have a library, a meeting hall, a sanitary center and a cooperative.

Following this, the wali and the authorities accompanying him went to other sites where similar ceremonies were held for the beginning of other schools of capacities varying between 600 and 800 places.

7. "M. Ben Mahmoud pass en revue les réalisations socio-éducatives dans la wilaya de Tizi-Ouzou" (Mr. Ben Mahmoud reviews the socio-educational accomplishments in the wilaya of Tizi-Ouzou). El Moudjahid, December 8, 1976, p. 4.

The minister of primary and secondary education made an inspection and work visit to the wilaya of Tizi-Ouzou, where he inaugurated two secondary schools and presided over a work session with the educational and cultural authorities of the wilaya.

The rate of school enrollment in the wilaya is 76% in the primary schools. Related to this advance in primary education are problems of school facilities in the secondary technical and the secondary schools. To face these problems, the authorities are trying to accelerate the rate of construction of secondary technical schools, of which 25 are to be built before 1978, particularly in rural areas.

8. "Séminaire sur l'organisation pédagogique des établissements scolaires à Constantine. L'enseignement fondamental et la préparation de la rentrée scolaire au centre des débats". (Seminar on pedagogical organization in the schools of Constantine. Fundamental instruction and the preparation of the new school year at the center of discussions). El Moudjahid, December 20, 1976, p. 3.

Within the framework of the organization of seminars aimed at ensuring an extended pedagogical activity in all the schools throughout the country, a seminar was held concerning the pedagogical organization of the primary and secondary establishments, presided over by the Director of Education and Culture of the Wilaya of Constantine.

The work program planned by the organizers included several discussions and commentaries, notably concerning fundamental instruction, polytechnical secondary education, experimentation, the methodology and the practical problems of the preparation of the new school year, special vocational training, etc.

The different themes planned should make this seminar a real frame for reflection, particularly concerning two priority subjects — the experiment in fundamental education, and the preparation of the school year with all the conditions it imposes.

9. "Enseignement. La situation scolaire se porte bien dans la wilaya de Medea". (Education. The school situation is good in the wilaya of Medea). El Moudjahid, December 24-25, 1976, p. 2.

The wilaya of Medea, with approximately 370,000 inhabitants, has benefited under the development plans from a large number of new school buildings and of technical instruction establishments, especially as a function of its demographic importance, and of the large percentage of young people in this region.

The development of these achievements, which should permit a further increased school enrollment, has reached its average.

For elementary education, great efforts have been made to enroll a maximum number of students in all localities, especially in the most remote regions where school enrollment is at its lowest level. The figures would have been considerably higher if certain parents would agree to send their daughters to school.

There are today 430 primary schools of 1,273 classes, attended by 72,335, for an increase of 10,294 students over the past year. There are 1,813 teachers in the primary schools.

The rate of enrollment in the secondary technical schools has almost tripled. A very appreciable quantitative increase has been recorded in the wilaya of Medea. Twenty-one secondary technical schools of 305 classes function for 10,723 students, representing an increase over the last year of 2,154 students.

10. Journal Officiel de la République Algérienne. December 29, 1976, p. 1261.

In this issue, the Ministry of Education reviews the credits opened for 1977, in thousands of dinars.

- Primary and secondary education: 2,771,300.
- Higher education and scientific research: 719,885.

Educational Organization - Primary Education

11. "'Opération 1400 écoles' à l'est du pays. Un ensemble de mesures concrètes pour le sport à l'école élémentaire" ("Operation 1400 schools" in the east of the country. A group of concrete measures for sports in the elementary schools). El Moudjahid, October 31, 1976, p. 12.

In 1973, an operation called "400 schools" was held throughout the country. Several tens of thousands of students were touched by this operation, especially those of the 4th, 5th and 6th years of primary school. Pedagogical equipment, as well as sports booklets, were distributed to these 400 pilot schools. This year the authorities have decided to broaden the operation to include 1400 schools, and to extend the movement to the 1st, 2nd and 3rd years of elementary education, who are to benefit from a training based primarily on pre-sports games.

Since the Ministry of Youth and Sports is not yet capable of supplying a sufficient number of staff for this vast operation, it was finally decided that in future the teachers of the schools would assume responsibility for it, within the framework of their schedules.

12. "Garderies et jardins d'enfants. Le ministre des enseignements primaire et secondaire rassure les organismes nationaux" (Nurseries and kindergartens. The minister of primary and secondary education reassures the national organizations). El Moudjahid, November 22, 1976, p. 2.

The minister of primary and secondary education has just instructed all the concerned services inviting the public organizations (national companies, various establishments, etc.) not to close preparatory educational institutions such as nursery schools and kindergartens created under their aegis.

It seems, in fact, that a faulty interpretation of recent texts concerning the organization of education and training has led certain organisms to envisage the closing of these institutions.

Educational Organization - Secondary Education

13. "22 CEM et 300 logements pour enseignants livrés avant la prochaine rentrée" (22 secondary technical schools and 300 teachers' dwellings delivered before the beginning of the next school year). El Moudjahid, October 24, 1976,

The wilaya of Algiers has a deficit of 34,000 places in secondary and secondary technical education. This problem is behind an urgent program launched to build 118 secondary technical schools, lycees and "technicums" which will be called upon to meet the ever-increasing requirement for places, and to make possible the concrete realization of the aims of the development plan. The lack of means of achievement may, however, delay its accomplishment, a fact which would seriously compromise the country's attempts to make education universal.

14. "22 CEM pour Alger avant la prochaine rentrée. Compter avec la participation de tous" (22 secondary technical schools for Algiers before the next school year. Counting on the participation of all). El Moudjahid, October 26, 1976, p. 3.

It is in evaluating all the difficulties encountered at the time of the beginning of the last school year that one is able to appreciate the importance of the operation recently launched in the wilaya of Algiers, which consists in the construction, before the next school year, of 22 secondary schools endowed with 300 dwellings for teachers.

This operation, which is unique in Algeria, is the first segment of a vast program involving 118 buildings with 2934 dwellings and a capacity of 17,000 students.

The operation must be encouraged by the population and by the authorities at all levels, for its prime aim is to reabsorb a deficit which has become magnified in the field of school building.

Educational Organization - Higher Education

15. "Rentrée universitaire 76. I. Une mue difficile" (University year 76. I. A difficult change). El Moudjahid, October 26, 1976, pp. 1 & 2.

The reform of higher education was begun five years ago, and has been recognized as essentially a strategic success for the future of the development of knowledge in the country. Hailed as the impressive result of a policy of openness to progress, the reform seems, this year, to be suffering from a "cooling-off." While this attitude is not a serious threat, nonetheless it should be handled energetically.

For there is no longer any doubt that the university is suffering, and that it is less and less able to keep pace with the constant increase in enrollment in recent years.

16. "Université d'Alger: Le logement des étudiants à commencé" (University of Algiers: The housing of students has begun). El Moudjahid, October 26, 1976, p. 3.

An announcement made a few days ago that certain residences near Algiers were to be put at the disposal of students not yet lodged has just been confirmed by the Center for University and School Affairs.

In recent days the authorities of the ministry of higher education and scientific research have taken measures giving positive results in the fields of student housing, transport, and restaurants.

These results should facilitate the solution of certain student problems, so that the reform of higher education can be better applied.

17. "Rentrée Universitaire 76. Réalités et limites actuelles de la réforme" (University year 76. Realities and present limits of the reform). El Moudjahid, October 27, 1976. p. 2.

The reform of higher education in Algeria, which has already overturned the traditional appearance of the Algerian university, is aimed at three results, which at the same time are expressed at the beginning as fundamental conditions: universalization, "Algerianization" (the self-sufficiency of Algeria in university teaching staff), and a tendency to orient teaching towards the sciences and technology.

To do this, the reform set three essential conditions for the new university as it is defined: pedagogical reform, reform of the programs, and a democratic organization of university life.

18. "Dossier Université" (The university file). El Moudjahid, November 3, 1976, p. 12.

More and more numerous are the articles and programs of the mass media echoing the "growth crisis" of the university; they are the occasion for frequent discussions among teachers and students. Mr. Mohamed Ghlamallah, a sociology assistant, discusses here his view of the causes of this crisis, and proposes solutions.

The numerous successes Algeria has recorded in the domain of higher education bear witness to the fruitfulness of the orientations of the reform. There nonetheless remain rich potentialities which have not yet been sufficiently exploited. What has been called the university's "growth crisis" is the reflection of a certain number of distortions in the present university; the solution of the problem should make it possible to pass to a stage of even more thorough reform.

19. "Enseignement supérieur. 40,000 étudiants à Oran d'ici à 1985" (Higher education. 40,000 students in Oran before 1985). El Moudjahid, December 3-4, 1976, p. 2.

The University of Sciences and Technology of Oran (USTO) is the second university of its type built to prepare future engineers for the various scientific and technical branches. A retrospective of the university of Oran should, however, be done; it would make it possible to follow its development since its official inauguration on December 2, 1966. At that time, the university had only one thousand students, distributed among four faculties (medicine, sciences, law and letters). Because of its rapid expansion, the University of Oran began to be saturated in 1969, a year in which it was attended by 2,000 students. Since then, its activity has unceasingly grown in importance, and during the 1970-71 academic year the rectorate launched the works for the construction of the National Higher School of Polytechnical Education (ENSEP), and of the "Le Volontaire" university residence complex.

All of these measures were decided upon only to meet the immediate requirements and in the sole aim of alleviating the different units of teaching and housing.

Special Education

20. "Le Centre Culturel des Moudjahidines d'Oran. 'Pour la formation des enfants de Chouhada" (The cultural center of the Moudjahidine of Oran. "For the training of the children of Chouhada"). El Moudjahid, November 1, 1976, p. 13.

The cultural center of the Moudjahidine of Oran, which opened in January 1975, at present houses some thousand children of Chouhada and Moudjahidine, who are provided with a general and a specialized education. The principal aim, according to the coordinator of the wilaya for the Moudjahidine, is to give them an appropriate instruction with a view to enabling them to participate in the country's development.

The cultural center required an investment of 12,000 dinars, and it includes some fifteen specialized rooms (sewing, embroidery, typing, laboratory, etc.) and five general instruction classrooms. The instruction is identical to that of the bureau of education and culture.

Teacher Training

21. "Jeunesse: stage de formation programmé dans la wilaya de Mostaganem" (Youth: programmed training period in the wilaya of Mostaganem). El Moudjahid, October 24, 1976, p. 3.

Within the framework of its activities for 1976-77, the under-direction of youth and sports of the wilaya of Mostaganem has programmed six training periods for cultural and sports organization and for further training of the staff of the Vacation Centers.

Thus during the autumn vacation (November), the winter vacation (February) and the spring vacation (April), training programs of initiation into cultural organization will be provided for the trainers of the youth and sports services.

22. "Le Centre National de l'Enseignement Généralisé. Une contribution importante à la formation des enseignants" (The national center for universal education. An important contribution to teacher training). El Moudjahid, November 7, 1976, p. 2.

Within the framework of the reform of primary and secondary education, three regional seminars were held, one in Algiers, one in Constantine and one in Oran. These seminars, organized jointly by the bureau of the personnel of the ministry of primary and secondary education and of the national center for universal education (CNEG), aimed at the training and social promotion of monitors to the grade of titled instructors, a first step in the reform within the framework of the overall recasting of education (fundamental school, multiplication of technicums, etc.).

LIBYA

Educational Organization

23. "The female students of Tajoura — who decides their fate . . . the Minister of Education or the basic Congress?"
El Fajr el Jedid, November 1976.

One hundred and five young girls who are students at the Secondary school of Tajoura are currently traversing a difficult situation because of contradictions which are casting doubt on their future. They have followed a two-year cycle to become teachers, and they have so far been happy to be in a school near their homes, in the midst of the palm-groves, far from traffic and car accidents. They were therefore surprised to find suddenly that they had been transferred to Tripoli. Their parents are unalterably opposed to this move, a fact which has incited the congress of the base of the sector to discuss the question and to bring it to the attention of Dr. Mohamed Ahmed Cherif, Minister of Education, with a view to providing some solution. . .

24. "To the schools, with all my respects." El Fajr el Jedid, November 7, 1976, p. 6.

The author of this article protests the attitude implicit in the schools' requiring costly, thick notebooks, and other specific but seemingly unnecessary supplies. Does the head of a family, he asks, have only his children and their schools' requirements to consider.

Why should one sports outfit be required rather than another, why is an orchestra uniform required which recalls a noble robe, and which alone costs over twenty dinars. Why are domestic economy books imported in de luxe models?

25. "Enlarged meeting of the People's Committee for the Control of Education in Tripoli and of the principals of day and night schools." El Fajr el Jedid, November 10, 1976, p. 2.

The aim of this meeting was to establish cooperation between the forces of order and the principals of the schools within the framework of the mission of the social police in the interests of education.

The discussion bore on the importance of the application of the directives emanating from the Ministry of Control, on the clarification of the importance of the circular concerning student failure and lack of attendance, the sale of notebooks to students at cost prices, and the organization of pedagogical relations between the schools of the sector and the creation of a pedagogical atmosphere which promotes loyal competition thanks to cultural, educational and sports programs.

26. "A library composed of one million volumes"
El Fajr el Jedid, November 21, 1976, p. 3.

The general central library of the Shar Younes University was begun at the beginning of the 1955-56 university year, the year in which the university was created in the Libyan Arabic Republic. At that time the library had only 300 books, offered by certain professors and intellectuals. At present it comprises nearly two hundred thousand volumes, covering diverse subjects and embracing almost all fields of knowledge.

The library furnishes scientific reference works for 3000 students in particular, and for the general public as well.

27. El Fajr el Jedid, November 28, 1976. p. 1.

The minister of education studies here the proposals of the committee for the creation of new schools with a view to serving education in all regions of the republic.

These new intermediate and primary schools have already begun to be built, and they are to cost 22 million dinars, distributed over 14 cities and villages throughout the country, in application of the recommendations of the People's General Congress. They will be composed of 270 school classes, and are to be built in Sormane, Ajilet, Hacham, September 1, Ain Zara, Mehalat Sahel, Kouacem, Sidi Yacoub, Ghariane, Asabia, Kekla, Bouslim, Zanzour, Ouagla and Jalou.

28. "Creation of 19 new schools in Tripoli". El Fajr el Jedid, December 8, 1976, p. 2.

Nineteen new schools are to be created in Tripoli, Ghariane, Ajdabia and Zaouiat, for 278 classes:
- 5 schools in Tripoli totalling 88 classes,
- 5 other 100-class schools,
- 7 schools of 58 classes at Ghariane,
- 2 schools in Ajdabia.

In addition 16 classes are to be added to four schools in Zaouiat.

29. "The next student conference will begin on December 12, and will last 8 days." El Fajr el Jedid, December 8, 1976. P. 6.

Preparations are being made at the office of the General Union of Libyan Students to organize the first student conference for Libyan students pursuing their studies in the two Americas.

The Minister of Education has authorized the constitution of a high preparatory commission composed of 12 members representing the students, the universities of September First and Kar Younes, and the Ministry of Education. The commission is presided over by the president of the General Union of Students, and the conference is to be attended by 2,000 students.

30. "The president of the People's committee for the control of education in Tripoli declares:" El Fajr el Jedid, December 15, 1976, p. 6.

In this declaration the president states that the situation with respect to secondary education has become nearly stable. The shortage of teachers persists, especially in secondary schools in English and mathematics.

Text books are lacking in certain disciplines, but the causes of this are beyond the control of the ministry, and are dependent upon external factors.

31. "Contract for the construction of two schools, at Mesallata and Amamer." El Fajr el Jedid, December 21, 1976. p. 2.

An authorized source at the Inspection of Education in Mesallata has told the newspaper that a contract has just been signed for the construction of two 12-class schools in Mesallata and Amamer for a total cost of 406,522 dinars.

This same source adds that a contract is soon to be signed for the construction of dormitories housing 400 students in the municipal sector of Sem Driss and in the municipal sector of Amamra a dormitory is being built at Mesallata. This center is to house 600 students. The overall amount of these contracts is 800,000 dinars.

32. "The minister of Education decides on the construction of new schools." El Fajr el Jedid, December 26, 1976, p. 4.

Dr. Mohammed Ahmed Cherif has signed three decrees stipulating the construction of new schools for a total cost of 906,138 dinars. He has also signed a bill for the opening of a new section of technical education at the Institute of Equipment at Zaoui starting during the current school year. The first project creates a primary school of 10 classes at Berses, and the second that of a 10-class school at Dar Aribet.

Educational Organization - Vocational Education

33. "Graduation of 111 trainees from the National School of Administration." El Fajr el Jedid, November 8, 1976, p. 6.

This article reports on the graduation of a group of secretaries and printer's employees who have benefited from a training program at the National School of Administration.

During this ceremony the general director of the school described the role of the school in the training and promotion of numerous groups of workers in printing plants. He also declared that this year there were 111 graduates, and that the next session would begin in January in Tripoli. He specified that numerous sessions are now being organized in 12 sectors of Libya and that the number of trainees this year has reached 500.

Educational Organization - Higher Education

34. "Higher studies." El Fajr el Jedid, November 7, 1976, p. 6.

The article reports that higher studies have become transformed into an escape for those who wish to avoid their national responsibilities. Many have left their work, where they were necessary, and have left for foreign countries on the pretext of finishing their higher studies, which they have pursued for long years without finishing them.

Many diploma-holders teach for a few months and then pack their bags to go abroad, claiming that they are going to finish their studies.

Studies are useless, says the author, if the people does not profit from them. A simple worker with limited qualifications who pursues his task can be worth a thousand doctors.

35. "The Faculty of Letters of the University of Kar Younes . . . and its development". El Fajr el Jedid, November 24, 1976, p. 6.

The Faculty of Letters in Benghazi was founded in 1955-56. The first graduating class was composed of 31 students. In 1976, the number of graduates was 2,661.369 of whom graduated in that year.

Today there are 2600 enrolled students and auditors.

The faculty of letters includes classes in Arabic, English, history, geography, archeology, informational sciences. The most well-attended class is that of history, which provided a graduating class of 749 students in 1975.

36. El Fajr el Jedid, December 12, 1976, p. 1.

An engineers' congress was held, composed of four conferences, one on energy, one on arsenals, one on the habitat and one on aviation.

The president of the People's Commission of the faculty of engineering of the University of September First pointed out that Moamar Kaddafi, Commandant of the Revolution, wishes the university, with all its faculties, to be a source and a device of consultation for all projects of the program of economic and social development.

37. "Opening of the First Congress of Engineers at the University of September First." El Fajr el Jedid, December 12, 1976. p. 2.

This congress is to discuss a number of problems raised with respect to development, and it will attempt to find the corresponding scientific and practical solutions. The opening of the congress was attended by a number of ministers, and represents, according to the minister of education, a step towards the integration of the university into society.

38. "Higher studies - Rights and duties." El Fajr el Jedid, December 13, 1976, p. 3.

Why, asks the author, should one pursue higher studies. Who should pursue them. How can they be improved. Should they be carried out locally or abroad.

These were some of the questions raised during the educational conference organized by the newspaper recently.

Dr. Abdelnebi Abou Ghania, of the First of September University, has declared that Libya is not incapable of organizing higher studies, but that lack, in the past, of the human element and of scientific means made such studies impossible. At present these means are available, and the faculties are set up. Higher studies should thus continue their course and assume their appropriate place.

39. "Concerning the Faculty of Dental Medicine of the University of Kar Younes." El Fajr el Jedid, December 15, 1976, p. 6.

Three faculties of medicine have been created in Libya since the revolution. One of them is to bear fruit this year, when 40 students of both sexes will have finished their studies at the Faculty of Medicine of Kar Younes. The second faculty is the medical faculty of the First of September University.

The Faculty of Dental Medicine is entering its third year. Created in 1974, it houses 82 students in the preparatory, the first and the second years. The studies last 5 years, upon completion of which the student obtains a bachelor's decree in dental medicine and surgery.

40. "The will of a teacher preparing the 'Magister" diploma." El Far el Jedid, December 22, 1976, p. 6.

This article speaks of a certain Tahar Fessi, who, despite a family responsibility of seven persons, is pursuing his studies abroad to obtain a master's degree in the subject transitive and intransitive verbs in philology, syntax and morphology. The thesis is to be defended next year. "I have chosen in my thesis," says Mr. Fessi, "to take an inventory of the verbs in the Sahah dictionary. I have counted 16,000 verbs. The work may be useful, is that no statistics have yet penetrated syntax."

Special Education

41. "Celebration of the graduation of a new class of trainees to combat illiteracy at the Direction of the Social Security." El Fajr el Jedid, December 14, 1976, p. 2.

The graduation ceremony for trainees completing a program for combatting illiteracy was organized at the hospital of the Social Security in Tripoli.

Teacher Training

42. "The teachers' union." El Fajr el Jedid, December 23, 1976, p. 3.

On April 13, 1972, law no. 48 of 1972 was promulgated instituting the teachers' union. In September of the same year, the first general secretary of teachers was elected. Questioned concerning the activity of this union, he declared that it had created eight clubs, and had worked to spread science and knowledge through the creation of libraries within the regional cells, with participation by the Ministry of Education.

Teaching Methods and Aids

43. "Recommendations of the first meeting of the committees of educational means at the inspections of the educational services in the republic." El Fajr el Jedid, December 15, 1976, p. 2.

The article reports on the closing of the first meeting of heads of the offices of educational means. The meeting was an occasion for the study of the evolution and the promotion of educational means and of the services they render in schools at all levels.

The meeting lasted three days, and was held at the office of the Educational Services Bureau in Tripoli.

44. "Shortage of textbooks . . . Why?"
El Fajr el Jedid, December 23, 1976, p. 6.

The article reports on the fact that this year, again, students have been faced with a shortage of school books, especially in primary and secondary schools. What is most serious in the situation is that these books are not offered on the open market, since the ministry of education has a monopoly on their preparation, and exclusive rights to their printing and distribution; private bookstores thus do not have the right to sell them. Such is the case for the texts of English, of religious instruction, and of many others.

Regardless of the reasons for the shortage, they cannot be totally accepted, as it would have been possible to have these books printed abroad.

Arabization

45. "The Libyan Arab Republic creates a factory for the manufacture of medicines and requests that the Arab countries Arabize the teaching of pharmacology."
El Fajr el Jedid, November 18, 1976, p. 8.

The head of the Libyan delegation at the Fifth Congress of Arab Pharmacists held in Kuweit declared that the Libyan Arab Republic was planning on creating a factory for the manufacture of medicines, on an international scale.

In addition, he exhorted the Arab countries to apply the recommendations of the Fifth Congress relative to the necessity of Arabizing pharmaceutical education in the Arab world, and of coordinating better the Arab pharmaceutical institutions.

Special Problems

46. "Students' summer leisure." El Fajr el Jedid, December 12, 1976, p. 6.

Students suffer in the summer from their excessive leisure and complain of the torrid heat.
The author says that they can only sleep or pass their time in boring, useless, and even harmful activities. As a consequence, he proposes that the authorities take the following measures:

- drawing up a program of apprenticeship for students in the working of agricultural machines.
- initiating students in the driving of earthworking machines
- employing students in the summer on industrial projects
- using them in fishing activities
- using them in new activities.

47. "School collectivities." El Fajr el Jedid, December 13, 1976, p. 6.

The article describes the participation of students of all schools in sports teams, scouting, musical groups. The administration of the school does not interfere in their choice, and the young people, because of their ambition, often do not limit themselves to a single activity.

Registers, school report cards and student files reporting on the students' aptitudes should be accurate and specific, to show the competent authorities the attitudes and the aptitudes of the students at the different periods of their school careers, so as to avoid errors of orientation which might prejudice their careers.

MOROCCO

Educational Organization

48. "School construction in the villages." Al Alam, October 26, 1976, p. 4.

The regional congress of party officials of the sectors of Agadir and Taznit recommended the construction of a sufficient number of school classes in the cities and villages, with a view to reducing half-sessions, which are becoming more numerous every year, and to dispensing education to thousands of country children who run the risk of remaining illiterate.

It should, it was pointed out, be noted that the location of the Lalla Meriem-Nouvelle secondary school for girls in Agadir is too far from the city.

Also requested was an increase in the number of grants, so that the largest possible number of needy children, incapable of paying dormitory expenses, be able to benefit, and to control the beneficiaries of these grants to ensure that they not be granted to those not really in need.

49. "L'initiation économique et ses méthodes" (Economic initiation and its methods). L'Opinion, November 18, 1976, p. 5.

This is the title of a cycle of conferences to be given in Morocco by Jean-Marie Albertinie, a research master at the National Research Center.

Economic language and information are quickly spreading, and are often badly understood. Thus economic intiation in the secondary schools and in adult environments is becoming one of the new orientations of initial or further training. The results of such training are not always what was hoped for. Why? What obstacles are there to a veritable economic initiation. What aims can be attained. What new pedagogical methods (games, audiovisual means and programmed instruction) are most suitable?

50. "Parents' association of the Moulay Youssef school in Rabat". Al Alam, November 27, 1976, p. 4.

The bureau of the parents' association has invited all parents and guardians of students of this school to a general meeting to study the general situation in the school, and to discuss the complains of the students and their possible solutions.

51. "Have the mistakes of the last quarter been avoided?" Al Alam, December 30, 1976, p. 1.

The Minister of primary and secondary education presided over a meeting at which were analyzed the results of the recent school year beginning, and which studied the preparations for the new school year, with a view to furnishing the natural conditions necessary for the resumption of school work in the schools in an atmosphere of calm and security.

Educational Organization - Primary Education

52. "L'enseignement primaire à la croisée des chemins" (Primary education at the crossing). L'Opinion, September 19, 1976, p. 6.

Among the characteristics of the 1973-77 five-year plan, one subject is particularly worthy of attention.

With respect to education, the present plan emphasizes the necessity of a combat against illiteracy and of spreading primary education by enrolling 15,000 new pupils per year.

It also aims at developing secondary and higher education and seems to want to reform education to adapt it to the national requirements and situation.

Educational Organization - Secondary Education

53. "The results of the baccalaureate of classic instruction will be published next Wednesday." Al Alam, October 4, 1976, p. 4.

This article reports on a meeting held by the General Secretary of Primary and Secondary Education to discuss various points concerning the results of the baccalaureate of classic instruction.

Educational Organization - Vocational Education

54. "Avis de recrutement B.R.P.M." (Notice of recruiting by the bureau for petroleum and mineralogical research). L'Opinion, October 21, 1976, p. 2.

The drilling school of the B.R.P.M. recruits and trains young Moroccans between the ages of 20 and 25.
It prepares them for a career which is useful for the country, and which promises a good future.

The training program (which lasts 20 months) is held in a school and on the work sites, and the trainees are paid.

55. "Projet de transfert de l'école des mines de Tuissit à Oujda" (Project of transfer of the mining school of Tuissit to Oudja). L'Opinion, December 29, 1976, p. 8.

A project to transfer the Tuissit mining school to Oujda is being drawn up. The new school is to extend over some five hectares on the main road between Oujda and Casablanca.

The project, which could be achieved within the framework of the next five-year plan, will be conceived in such a way as to be capable of housing 300 students.

Educational Organization - Higher Education

56. "Réinscriptions à la Faculté des sciences économiques et sociales" (Reinscriptions at the faculty of economic and social sciences). L'Opinion, October 10, 1976, p. 7.

This notice gives the details concerning reinscription in this faculty.

57. "Avis aux étudiants de 5^{e} et 6^{e} années de médecine" (Notice to the students of the 5th and 6th years of medicine). L'Opinion, October 10, 1976, p. 7.

The faculty of medicine and pharmacy of Rabat has organized a competitive examination to recruit 50 interns for the hospital center of Rabat-Salé.

The details concerning the examinations and requirements of the candidates are given.

58. "The minister of higher education: Morocco now has four universities. Two other universities will soon be added." Al Anba, October 14, 1976, p. 1.

The minister of higher education has declared that Morocco now has four universities — at Rabat, Casablanca, and Fes — and that two new universities, one in Marrakesh and one in Oujda, are soon to be created. He added that the number of students pursuing their studies in Moroccan universities in the last year has reached 35,000.

These statements were made during a ceremony organized in honor of the new deans of the faculty of letters and humanities and the faculty of legal, economic and social studies in the city of Fes.

59. "Notes on the new school year: Mohammedia school for engineers." Al Anba, October 20, 1976, p. 4.

The first two years of study at this school are devoted to thorough scientific studies of the level of higher mathematics classes and classes of the first two years of the faculty of sciences. The following three years are considered as years of specialization in various domains, following the semester system.

Each school year is divided into three semesters. Training periods organized for the students in factories, workshops and mines are considered as indispensable to avoid an imbalance between training and employment in industry.

60. "Conférence linguistique à l'école normale supérieure et au Centre de formation d'inspecteurs" (Linguistics conference at the higher normal school and at the center for the training of inspectors). L'Opinion, November 21, 1976, p. 5.

Dr. Albert Raasch, professor of pedagogy and modern language teaching at the university of Sarrebruck, held conferences in Rabat at the invitation of these schools.

The subjects of the conferences were, "the possibilities and limits of structural exercises," and "the minimum fund of a language." They were open to the general public.

61. "Soutenance de mémoire de DES en sciences économiques" (Defense of a doctoral thesis in economic sciences). L'Opinion, November 21, 1976, p. 5.

The subject of this thesis, to be defended by Pierre Lambert at the faculty of legal, economic and social sciences of the Mohamed V University in Rabat, was "the effect of population growth in Morocco from 1960 to 1971."

62. "Inauguration of the extensions of the National Institute for Higher Training at Casablanca." Al Anba, December 22, 1976, p. 1.

The article reports on the inauguration of a building prepared to house the boarding students of the National Institute for the Training of Technical Staff. Before proceeding to the inauguration, the Minister of Work and Social Affairs visited the different units of which the new building is composed. It was built within the framework of the current five-year plan. The extension includes, in particular, four workshops, a drawing room, a central storehouse. The construction has made possible the opening of new training sections of a capacity of 80 students.

Adult Education

63. "Centre de formation des journalistes" (Training center for journalists). L'Opinion, November 23, 1976, p. 5.

On August 23, 1972 a decree was promulgated bearing on the creation of a center for the training of journalists in Rabat. Its mission is to ensure the training, further training and retraining of journalists destined to serve in both the public administrations and the private sector. According to a convention between the Moroccan government and the Frederich Nauman Foundation, the Management of the center was to be carried out by the German part until 1976_77. Today, now that the center is directly dependend upon the state ministry responsible for information, two administrations (German and Moroccan) coexist.

Two graduating classes have been trained by the center (some dozen journalists), and the present number of candidates is just over 70, half of whom are in the first cycle.

The instruction is organized in two cycles. The first lasts one year, the second three.

The aim of the first cycle is to give the students journalistic training, while the second cycle is to train future heads of sections.

64. "G.E.F.D.C.P.: Séminaires organisés pour les agents de maîtrise" (G.E.F.D.C.P.: Seminars organized for foremen). L'Opinion, December 28, 1976, p. 2.

The G.E.F.D.C.P. ("Groupe d'étude de formateurs, directeurs et chefs de personnel" - study group of trainers, directors and personnel heads) has organized, for the foremen of the firms of Morocco, a sixth cycle of general further training.

The aim of this training program, which is meant for confirmed foremen, tends to help them promote the requirements of training, especially in the technical and human domains, of work organization, and of the assuming of responsibilities.

The program is to be directed by experienced organizers with wide experience and a thorough knowledge of the context of the country's industry.

Special Education

65. "Ecole professionnelle maritime de Safi" (The Professional Maritime School of Safi). L'Opinion, October, 17, 1976, p. 1.

The Professional Maritime School of Safi has organized a complementary competition for admission into the long cycle of training.

The competition is open to candidates with the equivalent of the fourth year of secondary school and between the ages of 16 and 19.

The students all board, and tuition is free.

The studies last two years, at the end of which a certificate of professional maritime aptitude is granted.

Teaching Methods and Aids

66. "Programme de la radio-television scolaire pour le 1er trimestre: pour une formation permanente avec 2 émissions par semaine?" (Program of the educational radio-television for the first quarter; For a permanent training with 2 programs per week?). L'Opinion, October 11, 1976, p. 7.

The article gives the educational radio-television program for the first quarter of the year 1976-77. The 21 programs planned are to be broadcast on Tuesday and Thursday on the national station.

Thirteen are in Arabic, and are to provide a permanent training for young and old. It is, of course, too early to express an opinion as to the real value of such an experiment, but the author expresses the regret that the authorities have not dedicated more time to such programs.

Arabization and Bilingualism

67. "Cours d'arabisation dans l'administration" (Arabic courses in the administration). L'Opinion, October 20, 1976, p. 5.

The Minister of Administrative Affairs, at the General Secretariate of the Government, has announced the beginning of a cycle of "Arabization" courses. The courses are open to all civil servants, who can follow these courses twice a week after 5 p.m.

The results of the preceding cycle can be consulted in the centers, the ministerial departments, and the provincial delegations of primary and secondary education.

TUNISIA

Philosophy and Theory of Education

68. "M. Guiga: Priorité à l'enseignement scientifique et technique afin de répondre au besoins du pays" (Mr. Guiga: Priority to scientific and technical instruction to meet the country's needs). L'Action, November 1, 1976.

In a speech given before a popular meeting organized in Medjez El Bab, Driss Guiga, member of the Political Bureau and minister of education, answered certain questions raised by the participants. In reply to a question concerning the government's educational policy, he indicated that priority will be given to scientific and technical education, so as to meet the country's needs. "Education," he said, "must be adapted to the needs of the country."

69. "Revaloriser le travail manuel pour préparer les nouvelles générations à maîtriser la science et la technique" (Revalorizing manual labor to prepare new generations to master science and technology). L'Action, November 1, 1976.

Hedi Nouira, general secretary of the Destour party, defined in a report presented to the Fourth Congress of the Party, the new educational policy, which consists in giving Tunisian education a "social, professional and promotional" mission.

"The reform we are considering," he said, "is fundamental in content, and consequently its articulation to the country's economic life — in other words to employment — is also fundamental, with respect to the structures which dispense it, so as better to organize the conditions of work."

70. "L'éducation pré-scolaire" (Pre-school education). Le Temps, November 4, 1976, p. 4.

The period of childhood, says the author, is crucial in the preparation of the man of tomorrow. Most crucial are the three years preceding school enrollment, during which the child acquires 50% of his "social and moral" training.

Thus pre-school education is of capital importance for a society which wants to train healthy generations, well prepared to affront the problems of life.

In this preparation, the school comes only second, but the importance of the interrelations between action within the family and action at school must not be denied or minimized.

71. "Les enfants et l'école" (Children and school). Le Temps, November 5, 1976, p. 18.

Parents, says the author of this article, have a tendency to require the impossible of their children.
An effort must be made, of course, but one cannot ask a child of eight years to study conscientiously day after day beyond the level of his natural capabilities.

Children cannot exceed their natural level of intellectual work without seriously endangering their health — teachers and pediatricians are in agreement on this point.

In addition to making this effort which is required of them, they must be able to play and relax entirely free of cares. Does one reproach rivers for flowing, the stars for shining? The child plays naturally, because play is an action natural to him, and one which is indispensable for his psychological and physiological equilibrium.

72. "L'éducation pré-scolaire" (Pre-school education). Le Temps, November 7, 1976, p. 3.

Mr. Mohamed Mzali closed the work of the second national seminar on "Pre-school education," organized by the Tunisian Organization for Education and the Family.

After recalling the spectacular results achieved in the domain of universalization of education, Mr. Mzali declared that it was time Tunisia concerned herself seriously with pre-school education.

In Tunisia, he pointed out, kindergartens, which number less than 200, are attended by fewer than 3% of the children between 3 and 6 years of age. This is not a result of negligence or lack of consciousness; rather, the country was obliged, right after independence, to occupy itself with what was essential, and it was not logical, or possible indeed, to pay much attention to pre-school education when tens of thousands of school age were running in the streets.

73. "A la clôture du colloque sur l'éducation et le développement" (At the closing of the colloquium on education and development). L'Action, November 19, 1976, p. 5.

Mr. Mohamed Mzali has affirmed that the revision of education, on both the qualitative and quantitative levels, is aimed at making sure that it contributes to the development of the country and to the creation of generations of the type desired by nation.

He then spoke of education in rural zones, and emphasized in this respect the necessity of setting up urban groupings.

Referring to the question of orientation in education, he indicated that the new system of orientation set up will make it possible to obtain a better percentage of success in the different educational establishments concerned.

74. "Le scoutisme doit inclure les notions de technologie dans ses programmes de formation" (Scouting must include technological notions in its training programs). Le Temps, November 20, 1976, p. 2

Scouting plays a privileged role in the training of young people, according to Mohamed Mzali, minister of education. Hence it should, he says, include in its instruction programs a practical, physical, moral and intellectual training capable of preparing the student for life.

75. "Invitation to students to integrate into national programs .El Amal, December 3, 1976, p. 2.

If the tasks of education are incumbent upon the national institutions, the success of these tasks requires a collective commitment and a consciousness on the part of the people, so that the bearing of these aims can be understood.

What are its aims? In general, to promote the level of Tunisian, Arab, Islamic society thanks to the training of skilled workers. The aim is to furnish specializations which are required by the labor market, and which are necessitated by our development plans.

If all are in agreement on these points, then it will also be agreed that the link between education and training and the needs of the economy must be reinforced.

76. "Notre enseignement vise à développer les aptitudes des élèves" (Our education aims at developing the students' aptitudes). Le Temps, December 8, 1976, p. 2.

The article refers to the ceremony of installation of a new Destour cell created for the students of the terminal classes and the Tunisian scouts of the lycee of Kef.

In a speech on this occasion, the minister of education pointed out that education in Tunisia does not consist in dispensing to the students facts and figures, but rather in developing their aptitudes so that they may effectively contribute to the building of the country's future.

77. "Entre l'homme et la femme: L'égalité dans le travail implique l'égalité des chances dans la formation" (Between men and women: Equality in work implies equality in educational opportunities). Le Temps, December 11, 1976, p. 4.

By far the majority of the women admitted to the first year of vocational education continue to pursue solely the so-called feminine professions, i.e. sewing, weaving, embroidery. This may be of use to them personally speaking, if they do not intend to have a profession, but in general professional terms even the textile and sub-contracting industries do not readily accept female labor of this category.

These industries find the girls trained in the present vocational education section too ambitious for the limited opportunities the industry provides, and less adapted to the assembly-line type of work required for the making of a pair of pants, a coat or a shirt.

78. "Nabeul: A la réunion de la commission de l'éducation et de l'enseignement" (Nabeul: At the meeting of the commission of education). L'Action, December 14, 1976, p. 5.

Mr. Hédi Zghal, State secretary under the minister of education, specified in a speech the themes the commission is responsible for studying, which pertain to the concept of education.

Speaking of the training of young people in the schools, Mr. Zghal indicated that the schools should adopt as a basic element in their training, the patriotic education of the young. He indicated that the ministry of education was about to draw up a training program touching on the different fields.

79. "En visite dans le gouvernorat de Mahdia" (On a visit to the governorate of Mahdia). L'Action, December 23, 1976, p. 5.

In a speech on this occasion, the minister of education spoke of the objectives of the national education policy, which is tending to make education universal, and to ensure the mobility which consists in training competent personnel capable of guaranteeing the achievement of the overall development of modern Tunisia. Thus constant attention is necessary to see that the students are distributed rationally over the various branches of education, to ensure an equilibrium between professional training and the demands of the labor market.

Educational Organization

80. "Débat des professeurs de la faculté des lettres avec le ministre de l'éducation nationale" (Debate between the professors of the faculty of letters and the minister of education). Le Temps, December 14, 1976, p. 3.

The speeches on this occasion, which were numerous, bore on the necessity of revising a 1973 statute on the basis of the adoption of more just criteria for the recruitment of teachers in the higher education cycle. The professors who took the floor also requested the promulgation of bills permitting the election of faculty councils, and the creation of a national commission for recruitment.

Educational Organization - Higher Education

81. "Diplôme de recherches approfondies" (Diploma of intensive research). Journal Officiel de la République Tunisienne, Octobre 19, 1976, p. 2475.

A decree of the minister of education of October 6, 1976, sets the programs of study and the examinations of the first two years of studies towards the diploma of intensive research. The subjects involved arr Arabic, English, French, history, geography, philosophy and sociology.

82. "Sfax: rentrée universitaire: Une nouveauté, la décentralisation" (Sfax: the new university year: A new element, decentralization). L'Action, November 4, 1976, p. 4.

In Sfax, no fewer than five faculties, schools and institutes are open to students this year.

- A faculty of medicine, which is now leaving the Institute of Management to occupy its new buildings, the construction of which cost 6 million dinars.
- A faculty of sciences.
- A faculty of technical and economic sciences (formerly the SEFAG), which dispenses studies leading to a bachelor's degree in economic sciences (the long course), and courses leading to a diploma in accounting (short course).
- A building institute.
- A school of health.

With respect to numbers for the 75-76 year, the following numbers of students were recorded:
CEFAG, 230; medicine, 215; sciences, 345.

83. "These do doctorat" (Doctoral thesis). Journal Officiel de la République Tunisienne, November 23, 1976, p. 2475.

Decree no. 76-983 of November 19, 1976, defines the institution of a thesis complementary to the main "Doctorat d'Etat" thesis for the faculty of law and political and economic sciences of Tunis. The purpose of the thesis is to permit participation in a competitive recruitment for conference masters in economic and management sciences. The conditions under which the thesis is to be prepared and defended are specified.

84. "The National Bureau of University Affairs."
Al Amal, December 3, 1976, p. 3.

This bureau was created in 1970, in conformity with a law dated March 10, 1970. The reasons for its creation reside in the situation which prevailed in university circles before 1970. Since 1963-64, the ministry of education has been responsible for distributing university grants, and the payment was to be made by the Prime Ministry. But this organization proved unable to handle the increasing number of students and their needs. It was therefore decided to create the National Bureau of University Affairs, endowed with a legal status and with financial autonomy.

85. "M. Mzali préside un dîner-débat avec les enseignants de la Faculté de droit et des sciences économiques" (Mr. Mzali presides over a dinner-debate with the teachers of the faculty of law and economic sciences).
La Presse, December 16, 1976, p. 9.

Speaking of the question of Arabization, the minister of education declared that it must, in education, be gradual and methodical, without at the same time neglecting French and the other languages which constitute one of the aspects of Tunisian culture. In this respect he spoke of the advantages of making English more widespread in secondary education.

Adult Education

86. "Remise de diplômes aux stagiaires de la SAGEP" (Awarding of diplomas to the trainees of the SAGEP).
La Presse, December 7, 1976, p. 8.

In a speech given on the occasion of the awarding of diplomas to the students of the Center for Vocational Training in Offset printing, Mohamed Sayah spoke in praise of German aid to Tunisia. This aid, he said, has made it possible for numerous Tunisians to train as highly qualified workers in printing. The acquisition of increasingly modern and perfected machines has made necessary the training of specialized technicians capable of executing the various tasks necessary in every step of the printing process by this new equipment.

Special Education

87. "L'Ecole de formation des cadres du Parti" (The school for the training of party authorities).
L'Action, November 9, 1976, p. 12.

In an effort to increase its effectiveness, the school for the training of Party cadres is pursuing its activities in conformity with advice given by the prime minister at the opening of the school. The courses are not limited to theoretical studies, but now aim also at adapting young people to dialogue, to personal research.

Thus the young students will themselves carry out studies of certain celebrated figures in Tunisian history, and will become aware of certain Tunisian nationalists and militants.

88. "L'Ecole Nationale des Cadres de la Jeunesse" (The National School for Youth Cadres). L'Action, December 19, 1976, p. 18.

Mr. Hedi Essafi, the director of this school, gave an interview to the newspaper in which he spoke of the aims of this important institution, "which dispenses an active training different from scholastic training."

Located in an ideal spot, the school has given theoretical and practical training to approximately 3,000 cadres.
"The organizers and teachers are given a training based on library work and completed by visits to the economic institutions and by a fundamental instruction in psychology, sociology and national history.

There are three sections in the school, one for youth organizers, one for kinderarten teachers and a third for educators.

Arabization

89. "Arabisation de la philosophie . . . l'apport de Youssef Seddik" (Arabization of philosophy . . . The contribution of Youssef Seddik). La Presse, December 10, 1976, p. 3.

Youssef Seddik, was long considered an adversary of the Arabization of philosophy. Now, says the article, that he has presented a book which is a kind of philosophy dictionary in Arabic, should he be accused of providing water for the mills of his detractors?

"Vocables and concepts of modern philosophy" is a work which contributes substantially to the undertaking of the Arabization of philosophy.

90. "M. Mzali assiste à un cours de philosophie dispensé en langue arabe" (Mr. Mzali attends a philosophy class given in Arabic). La Presse, December 11, 1976, p. 4.

The minister of education attended a philosophy course given in Arabic by one of the teachers of the Sousse technical lycee to the students of the terminal class.

He asked the students whether they had difficulty in assimilating philosophy classes given in Arabic . He said that the professor has succeeded in communicating to the students the philosophical ideas with ease and in a pure style. He indicated, in this respect, that the second part of the philosophy text for students of the 7th year of secondary school will be printed soon, as will a French-Arabic dictionary.

Special Problems

91. "Un témoignage collectif d'éducateurs sociaux" (A collective witness by social educators). La Presse, December 4, 1976, p. 3.

This article speaks of a book which appeared in France in 1975, entitled "On the sidewalk at sixteen. Trapped by the system." More than a book, this is an authentic document which does not yet seem to have attracted the attention of Tunisian bookstores. But all those concerned by the social problems of youth would profit from reading it.

While the painful experiences collected from the confessions of delinquants are set in French urban regions, their mechanism is nonetheless identical to that which "traps" minors in all changing societies. This universal phenomenon has not spared Tunisia, and is more and more a source of concern for magistrates and legislators.

LIST OF PERIODICAL SOURCES

El Moudjahid - Algiers

Journal Officiel de la République Algérienne - Algiers

El Fajr el Jedid - Libya

Al Alam - Morocco

L'Opinion - Rabat - Morocco

Al Anba - Morocco

L'Action - Tunis

Le Temps - Tunis

El Amal - Tunis

Journal Officiel de la République Tunisienne - Tunis

La Presse - Tunis